THE TEST AND STUDY SPELLER

STARCH
MIRICK

FIRST BOOK

REVISED EDITION

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THE TEST AND STUDY SPELLER

THE TEST AND STUDY SPELLER, Revised Edition, embodies the most recent educational thought on the teaching of spelling and provides a most effective spelling program for grades two to eight inclusive.

The chief characteristics of the Revised Edition of THE TEST AND STUDY SPELLER are as follows:

1 The vocabulary has been selected and distributed by grades in accordance with the principle of pupil-need in writing. The entire vocabulary has been checked with the results of recent studies in the field of spelling.

2 Words are presented in meaningful relationships: in sentences or phrases, in family groups, in exercises involving related or contrasted meanings, and in groups needed in writing about a given situation or subject.

3 The "test and study" method of the first edition—a method which reveals the words which each child should learn to spell—has been developed still further, making possible *an individualized spelling vocabulary*, thereby stimulating interest, a sense of responsibility and initiative, and the habit of observing words.

4 The directions for study are addressed directly to the pupil, making the book self-teaching to a very large degree. These directions, together with the suggestions to teachers, constitute an adequate body of practical guidance for both teacher and pupil.

5 The phonic and word analysis lessons, the lessons in the use of the dictionary, and the word study lessons are carefully graded to the abilities of pupils and are made a closely related part of the spelling program.

6 Systematic reviews, together with standard tests based on the Buckingham Extension of the Ayres Spelling Scale, and 100% tests on words selected from the fundamental spelling vocabulary ("demons," etc.) provide an adequate means of measuring the results of pupil achievement.

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THE TEST AND STUDY SPELLER

FIRST BOOK

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PREFACE

THERE is a growing body of evidence that the traditional procedure in the study of words in all its phases has been too external, that is, predominantly the study of form rather than a development of meaning. Furthermore, it has been too mechanical and too much characterized by formal drill. Perhaps no subject has suffered more from this mechanical treatment than spelling.

We are now witnessing a decided reaction from this external and mechanical study of words, in which form and sound are held in highest esteem. This reaction manifests itself in the movement to develop skill in silent reading and in the new conception of composition, in both of which the growth and expression of ideas is given the larger place and the conventions of reading and writing a secondary place.

In spelling there are two types of books, one representing the traditional, and the other the more recent, point of view regarding the study of words.

The traditional type is the interpretation of the idea that a spelling lesson is for the sole purpose of learning the sequence of letters in words and of reproducing the forms. In this kind of book words are treated as relatively dead things. All that is required is a list of disconnected words.

The more recent type of spelling book is the interpretation of the idea that words are living things and that it is a useless attainment to be able to make the correct form of a word unless it is accompanied by an understanding of its meanings and by incentives for its use.

The Test and Study Speller belongs to this latter type. The story form of presentation is used in the early grades because

meanings are more concrete in this kind of presentation than in any other and the uses can be illustrated in a variety of relations. Other ways of giving a meaning setting are (*a*) grouping according to use in a common situation, (*b*) presentation in phrases, (*c*) grouping according to synonyms and antonyms, and (*d*) word family grouping.

The methods of study recommended involve the pupils and teachers in a partnership in the selection of words for both class and individual study. Thus the spelling work becomes a series of problems with immediate significance to the pupil. This results in a fostering of intellectual independence, spelling consciousness, and spelling conscience. These attitudes do not come for the asking, but only by engaging pupils in the kind of study that produces them.

The Test and Study Speller was a pioneer text in embodying the "test and study" method. Since its publication this method has had widespread application; in other words, the idea has become generally accepted that in every phase of education the first essential is for the student to limit his task, *i.e.*, to make clear to himself just how much of the task is specifically his own. In this revision a more clearly defined emphasis has been placed on this essential factor in learning to spell, and it is believed that more effective guidance has been given for the other essential factor, namely, system in performing the task.

For this edition the vocabulary has been checked with the most recent studies in this field. The lessons of the early grades have been simplified without greatly changing the grade distribution of words. As in the former edition, the 2000 words most commonly used in writing are studied in the primary grades. The total vocabulary is approximately 4000 words, of which about 240 are supplementary (found in grades six, seven, and eight).

The first few lessons on the use of the dictionary have been

somewhat simplified, and throughout the book they have been made a more coherent part of the spelling program.

The reviews have been improved in several particulars. The first and second reviews covering the advanced work have been cut into smaller units in grades two to six. On the basic vocabulary four groups of tests have been provided. They are made up of (*a*) miscellaneous words frequently misspelled (100% Tests); (*b*) the "demons," specifically reviewed in the third, fourth, and fifth grades, included in other 100% Tests in the sixth and seventh grades, and given a final review in the eighth grade; (*c*) words previously studied that are also found among the 2000 words most commonly used in writing as listed in the Commonwealth List (100% Tests); (*d*) Standard Tests at the end of each year, made up of words drawn from Buckingham's Extension of the Ayres Scale. These tests are arranged in a series graduated from easy to hard, the per cents assigned being those indicated on the scale as appropriate class standards for the grade.

The directions for study have been addressed directly to the pupil, so that this speller in its revised form is conspicuously a book that a pupil may use with a minimum of teacher guidance.

General acknowledgment is made to those who assisted in making the previous edition and to the many teachers, principals, and superintendents whose experience in using the books has been put generously at the disposal of the authors and publishers in the preparation of this revision.

DANIEL STARCH
GEORGE A. MIRICK

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SECOND YEAR

TO TEACHERS

This year *written* words are still comparatively new things for the children. They use words freely and they understand them when they hear them. But they have had only one year of thinking about their written and printed forms. They need to become more familiar with these printed forms and to enrich their understanding of words.

These lessons give opportunity for getting better acquainted with words, because the words always occur in some meaning relationship — in story context, in similar or contrasted meaning groups, or in phrase groups.

Therefore it is suggested that the exercises be used first as reading exercises. Let the pupils read them by themselves. The more familiar they are with them, the better.

Use for spelling study the thought, or situation, unit. Sometimes this is a page, at other times an exercise.

Having read through the thought unit, have pupils pronounce selected words clearly and precisely.

Next note the spelling of selected words, the pupils sharing in the selection. Teach them how to study a word — spelling it with the word before them, then with eyes shut, listening to another's spelling, spelling it aloud. The teacher or a pupil may write a word on the board occasionally, and sometimes all pupils may be asked to write a word on paper.

With a little guidance pupils will be able to study by themselves, reading the story, selecting words for spelling, and using system in their study.

Do not attempt to study all the words on a page. Select a few and move on to new thought situations.

This is a spelling book. It helps you to find the words you do not know how to spell.

Read the first little story. Look at each word. Find a word you need to study. Say it. Spell it two or three times. Find another word to study.

Read the other stories. Find in each story one or more words you need to study.

1

We like to play games.

My brother plays ball.

2

Our baby plays with the kitten.

But kittens run away from babies.

3

A girl likes to play with a doll.

My sister has three dolls.

4. REVIEW

play games	brother	ball
our baby	sister	kitten
run away	likes	three

5

I have a bird at home.
It lives in a cage.

6

I must not open the door.
The bird may fly away.

7

Do not let the cat come near the cage.
Keep the cats and dogs away.

8

Do you have a bird? Yes, I have.
Does it have a name?

9. REVIEW

may fly	cage	lives
do you	door	keep
does it	name	open

10

We have a garden. Flowers grow there.
I like to work in my garden.

11

Bushes grow in our garden too.
In one bush there is a nest.

12

In the nest are some little eggs.
I look at them every day.

13

Soon there will be little birds.
See what a tiny bed they will have!

14. Review

flowers grow	bush	look
our garden	bushes	soon
there is	eggs	every

15

Did you ever see a fairy?
No, I never did.

16

Our reader has a story about fairies.
They are queer little people.

17

They have wings and can fly around.
But you cannot hear or see them.

18

They creep into flowers and hide.
Fairies must be very, very small.

19. REVIEW

did you	ever	can
must be	never	cannot
very small	about	hear

PRONUNCIATION AND SYLLABLES

To Teachers. These exercises are intended to develop a consciousness of syllables as an aid to pronunciation and spelling. The words used are modified forms of those studied previously or simple words familiar to the child.

a. Have the pupils pronounce the words in one entire exercise, emphasizing the syllable divisions distinctly.

b. Have them discover the shorter word in the longer, as in *play ing.*

c. Give practice in distinct pronunciation, emphasizing final syllable or letter.

d. Talk with the pupils about the spelling of selected words and, according to need, have these words used orally in sentences.

A

play ing	creep ing	small er
play thing	see ing	small est
play mates	think ing	hear ing
fly ing	do ing	door steps
keep ing	grow ing	some times

B

but ter	wish bone	my self
but ter fly	grape vine	dig ging
but ter milk	birth day	cut ting
but ter cup	a round	run ning
rose bush	read er	be ing

20. First Review[1]

doll	have	one	see
dolls	bird	nest	day
girl	birds	are	will
fair y	like	some	they
fair ies	too	lit tle	them

21. Second Review

play games may fly
our baby do you
run away does it

22. Second Review

flowers grow did you
our garden must be
there is very small

23. Second Review

broth er	ball	can	look
sis ter	kit ten	can not	soon
like	cage	a bout	hear
likes	door	bush	ev er
three	name	bush es	nev er

[1] Words not already reviewed at the foot of preceding pages.

24

The wind blows and blows.
This is a good time to fly kites.
Mother helped me make one.

25

Father will help me fly my kite.
There it goes up into the sky.
I hope the wind will not let it fall.

26

Oh, see! Down it comes.
If I run fast, I can get it.
My sister is running for it too.

27. Review

wind blows	mother	help
good time	father	helped
comes down	let	run
there it goes	fall	running

28

I will tell you about my chickens.
They live in a big box. I call it a coop.
A man made the coop for me.

29

The chickens eat crumbs of bread.
They drink water out of a dish.
They scratch in the dirt for bugs.

30

A friend of mine keeps ducks.
Another boy has doves.
Other boys have rabbits for their pets.

31. REVIEW

will tell	eat	box
they live	drink	other
their pets	scratch	another
crumbs of bread	call	rabbits

32

Thanksgiving will soon be here.
Grandfather and grandmother are coming.
How glad we shall all be!

33

Grandmother will take me on her lap.
I wish grandfather would.
But he will say I am too old.

34

Mother will cook a fat turkey.
The very thought of it makes me hungry.
But we should not eat too much.

35. Review

are coming	wish	shall
too much	old	should
how glad	cook	would
be here	say	thought

36

A bunch of grapes hung on a vine.
A fox came along and saw it.
He wanted the bunch of grapes.

37

He looked first this way and then that way.
Then he walked around the vine.
After a time the fox sat down to think.

38

A crow was sitting not far off.
The crow called to him to jump.
But the fox could not jump so high.

39. Review

bunch of grapes	could	hung
came along	after	looked
saw it	him	walked
far off	high	called

PRONUNCIATION AND SYLLABLES

To Teachers. *a.* Have pupils pronounce the words in an entire exercise, emphasizing the syllables and giving particular thought to the last syllable.

b. Let them note the small word in the larger one. Whenever necessary — in the case of a particular word or with a special group of pupils — have the larger words used in sentences.

c. Note with pupils the spelling of selected words, as *mak ing*, in which final *e* of *make* is dropped, and *get ting*, in which final *t* of *get* is doubled. In such words as *getting* the second consonant is silent.

d. Use these exercises for spelling.

C

blow ing	mak ing	get ting
help ing	hop ing	beg ging
call ing	liv ing	drop ping
eat ing	hav ing	hit ting
tell ing	tak ing	pet ting

D

fast er	dish es	high er
fast est	box es	high est
old er	bunch es	big ger
old est	grand ma	big gest
dirt y	grand pa	scratch es

40. First Review

big	wa ter	hide	chick ens
man	fat	crow	come
boy	take	fast	want ed
boys	fox	bugs	friend
coop	creep	this	sto ry

41. First Review

dirt	hope	dove	hav ing
first	dish	made	liv ing
bed	hun gry	ducks	kite
yes	keeps	makes	kites
jump	off	sit ting	tur key

42. Second Review

wind blows	far off	there it goes
good time	be here	came along
their pets	too much	crumbs of bread

43. Second Review

fall	oth er	should	hung
run	an oth er	would	looked
run ning	rab bits	could	walked
eat	thought	down	called
drink	high	aft er	friend

44

Christmas comes in the winter.
That is the cold part of the year.
Autumn comes before winter.
Then spring comes and the warm summer.

45

We read about Santa Claus in books.
The stories say that he brings us presents.
So we hang up our empty stockings.
We keep awake as long as we can.

46

But very soon we fall asleep.
We do not hear any steps on the roof.
But we find our stockings full of things.
Some one must have brought gifts.

47. Review

read	presents	summer	empty
year	gifts	autumn	full
warm	that	winter	asleep
cold	brought	spring	awake

48

Yesterday the snow fell all day.
Snowflakes filled the air.
The ground and branches of trees were white.
Ice froze on the river and the pond.

49

Today we can skate or slide on our sleds.
Take off your shoes. Put on your boots.
Where is your coat or cloak?
Pull your cap over your ears.

50

Tomorrow the sun may melt the ice.
It may be too late for sliding or skating.
Do not sit down in the house now.
Let the frost bite your fingers and toes.

51. Review

yesterday	fell	shoes	coat
today	ground	toes	cloak
tomorrow	air	boots	house
branches	froze	fingers	melt

52

What do you do while you are in school?
Who is your teacher?
When does your school begin?
Do you walk or ride to school?

53

Do you write with a pen or a pencil?
Which is better when writing a letter?
Spell your first name on a piece of paper.
What is your second, third, fourth name?

54

What is half of two, of four, of six?
How many halves in one thing?
Two weeks is one half a month.
Our flag has three colors, red, white, blue.

55. Review

while	begin	half	first
which	walk	halves	second
piece of paper	write	teacher	third
two weeks	writing	letter	fourth

56

Henry is seven years old.
His mother sends him to the store.
The storekeeper is a busy man.
But he will sell what Henry wants to buy.

57

Here is what Henry saw in the store: apples, pears, bananas, cherries, peas, beans, corn, sugar, candy, milk, cream, cheese, butter, eggs.

58

Henry bought what he had been sent for.
He was going to carry them in his cart.
But the cart was not large enough.
So he took some things in his arms.

59. Review

seven years	what	pears	buy
a busy man	saw	cherries	bought
had been sent	took	peas	sell
large enough	arms	cream	carry

SILENT LETTERS

To Teachers. These are exercises to strengthen the *feeling* for silent letters.

The words are modified forms of those studied before or simple words familiar to the pupil.

a. Let the teacher pronounce carefully each word in an entire exercise, the pupils in turn, or the class together, repeating after her.

b. Have pupils in turn pronounce each word again, stating which letter is silent. Give such help as is needed. The purpose is to lead the pupils to *feel* the *absence* of sound, *i.e.*, that this letter gives no help in pronouncing, although it must appear in the spelling.

c. Use these exercises for spelling.

E

When a letter is doubled, the second one is silent.

pet ted	let ters	dip per	rab bit
pat ted	pup py	hap py	bun ny
lap ping	ber ry	mud dy	cher ry
put ting	jel ly	sun ny	pret ty

F

When *e* comes at the end of a word it is silent.

ate	die	fire	give
bone	core	goose	gone
cake	dove	geese	mouse
come	nine	hole	mice

60. First Review

Christ mas	part	when	things
be fore	books	four	school
sto ries	now	steps	an y
stock ings	hang	roof	trees
man y	brings	find	long

61. First Review

your	his	bet ter	frost
ear	here	col ors	bite
pull	there	o ver	put
filled	where	pen cil	beans

62. Second Review

yes ter day	which	air	four
to day	while	coat	fourth
to mor row	write	cloak	half
teach er	writ ing	emp ty	halves
e nough	let ter	full	first

63. Second Review

week	sell	warm	had been
month	buy	cold	sum mer
year	bought	pres ents	au tumn
large	brought	gifts	a sleep
took	piece	house	a wake

64

Words spelled the same that do not mean the same.

a bad man a bad fall	good friends a good apple
a river bank a school bank	ring the bell a gold ring
a finger nail an iron nail	draw a picture draw a cart

65

Lift the basket with your right hand.
Always try to do right.

Hold up your left hand.
Have you left anything?

A wild bear came from the woods.
The pain is very hard to bear.

Call the children from their play.
We call our dog Fido.

66. Review

friends	right	always	wood
apple	picture	anything	bear
from	nail	pain	bell

67

Learn to spell some words that you use when writing about setting the table and eating dinner.

knife	saucer	We have eaten.
knives	plate	We ate slowly.
fork	glasses	a loaf of bread
spoons	pitcher	loaves of bread

68

Other home words.

food	breakfast	Sweep the floor.
drink	dinner	We have swept it.
broom	supper	Clean the front steps.
brush	lunch	Go up stairs.

69

Learn to spell the names of these parts of your body.

head	chin	tongue	throat
face	lips	mouth	shoulder
nose	tooth	skin	elbow
cheeks	teeth	hair	wrist

70. Review

knives	pitcher	stairs	throat
loaves	fork	head	wrist
saucer	breakfast	mouth	tongue

What you may see on a farm.

71

plants	hens	pigs	barns
weeds	roosters	mules	sheds
horses	lambs	donkeys	stables
oxen	sheep	squirrels	hay

72

ripe plums	grass growing
cows in a pasture	caterpillars and cocoons
a deep well	the farmer at work
children at play	brown bark on trees

73

Learn to spell the parts of the day.

sunrise	noon	sunset
morning	afternoon	evening
forenoon	night	between light and dark

74. Review

weeds	pasture	grass	brown
roosters	farmer	cocoon	night
squirrels	children	deep	between

Find the words on this page that you think you may not be able to spell. Write as many of them on paper as you think you can study at one time. When you have learned them, ask a friend to hear you spell them. The teacher will give you a test.

75

We tell time by clocks and watches.
Both a clock and a watch have an hour hand.
They have a minute hand too.
You turn these hands with a key.
Does your clock ever stop?

76

Where is north? south?
Where is east? west?

Go to sleep.
Now wake up.

Do you feel sick?
No, I am well.

Where were you?
I went fishing.

I live on land.
A fish lives in water.

77. Review

clock	these	turn	stop
watch	south	were	sleep
hour	east	fishing	feel

To Teachers. On this page are some common words belonging properly to this grade, that have not appeared in preceding lessons. Only a few should need special attention. Let each pupil find those that seem to present difficulties to him and learn to spell them.

78

We chop wood with an ax.
We drive nails with a hammer.
School begins at nine o'clock.
Stand behind your chair.
Mother boils or bakes potatoes.
Is your work right or wrong?
Is the word hard to spell?

79

a cloudy sky
a clean face
a pretty dress
a long penholder

This is shorter than that.
I am taller than you.
The bell rang.
We live on the same street.

80

a cent	a dime	a dollar	a pint
a nickel	a quarter	a dozen	a quart

To Teachers. In this exercise a silent letter may be found in any part of a word and there may be more than one. The purpose of the exercise is to strengthen the consciousness of the absence of sound at the points where these silent letters are.

a. Let the teacher pronounce while the pupils try to locate the silent letter.

b. Let pupils in turn pronounce, the teacher or a pupil locating the silent letter.

c. Test for meaning and use.

d. Use as spelling exercises.

G

toast	ditch	easy	soap
dear	nails	eight	toad
died	each	tears	once
meat	early	ladder	twice
near	paid	five	tail
boat	calf	build	could

H

afraid	tomatoes	boat	bright
touch	bitter	climb	dream
beads	black	coal	dreamed
dressed	middle	pepper	please
dropped	peach	pillow	seat
goes	kick	chain	pail

81. First Review

ring	glass es	sweep	went
draw	ate	floor	eve ning
min ute	loaf	sheep	ear ly
slow ly	o'clock	plum	eat en

82. First Review

drive	po ta toes	tail	seat
ham mer	to ma toes	each	soap
chair	dear	eight	bright
boils	near	tears	coal
clean	meat	paid	a fraid

83. Second Review

friends	dear	stairs	throat
ap ple	pain	head	squir rel
right	knives	mouth	farm er
pic ture	sau cer	wrist	chil dren
al ways	break fast	tongue	brown

84. First or Second Review

night	these	cent	doz en
be tween	east	eight	nick el
watch	were	bear	quar ter
o'clock	sleep	fork	any thing
hour	feel	quart	dol lar

STANDARD SPELLING TEST

To Teachers. These six tests are based on Buckingham's Extension of the Ayres Spelling Scale. The standard average score for a second grade class is indicated at the top of each test. The scores are valid only when the tests are given without preparation for them.

I — 90%

see	last	today	book
little	will	six	old
good	this	apple	red
your	all	girls	like
time	look	into	did

II — 85%

play	must	bread	ring
have	cold	live	school
food	three	hand	come
ice	mother	over	say
child	late	make	are

III — 80%

bring	just	house	long
stand	baby	home	then
eat	door	tell	year
was	five	much	day
box	ball	call	to

IV — 80%

how	one	send	has
sit	her	about	his
men	some	for	get
well	other	ran	way
them	yes	that	lay

V — 75%

nine	blow	north	fall
face	white	west	winter
tree	spent	put	spring
sick	river	or	far
ride	cut	dear	corn

VI — 75%

came	give	seven	each
went	away	sister	thing
soon	looks	find	what
after	take	plant	than
dinner	paper	letter	very

THIRD YEAR

TO TEACHERS

Every lesson is first a reading lesson in which careful pronunciation is emphasized. Allow pupils to help in selecting words for spelling study.

Take large units of study; in the case of a story continued through several exercises, take the whole story. Do not try to have all words intensively studied. Let the policy be one of broad and varied association with words, to develop a background of familiarity and a consciousness of use in different relations. The attitude of attention to words and alertness in noting characteristic differences, and the habit of thinking about the meaning relationship of words will induce spelling consciousness, spelling conscience, and the command of an increasingly varied vocabulary.

This broad policy helps to keep interest alive, because the pupils are moving along into new thought situations. The reviews and tests provided in this book, in which the basic vocabulary is stressed, will enable the teacher to progress with the assurance that thoroughness in essentials is not being sacrificed to breadth.

Differences in abilities of classes and of individuals may be met by this broad policy, for the particular words selected for spelling study will be those that meet the needs of the pupils. The number of words taken for review will also be determined by this same factor of individual and class need.

A further reduction in quantity may be made by omitting the exercises indicated by capital letters, *A*, *B*, *C*, etc.

If time permits, make use several times during the year of the "Picture Review" suggested on page 58.

There are 100 words so often misspelled that they are called "demons." They are short words and you use them all the time. You studied 40 of them last year. The first two tests will show you which of these 40 "demons" you do not yet know how to spell.

1. Test on "Demons"

which	does	hear	write
where	there	some	writing
their	here	could	making
many	two	would	having
been	color	minute	coming

2. Test on "Demons"

hour	dear	very	half
too	shoes	every	buy
any	blue	easy	week
friend	once	early	piece
much	they	read	enough

3. 90% Test

Some other words studied last year.

children	cook	drive	north
black	dark	gift	plant
draw	help	noon	think
morning	night	with	were

PRONUNCIATION

To Teachers. There are some very common errors in the pronunciation of certain words. The errors consist (*a*) in failing to sound the *g* in final *ing*, (*b*) in giving the wrong sound to a letter or letters, as in *again*, (*c*) in putting in or leaving out sounds, as in *often* and *just*.

Pupils should practice pronouncing the words in these exercises and also learn to spell and use them.

A

nothing (nu*th ing*)	using (us *ing*)
something (sum th*ing*)	having (hav *ing*)
beginning (begin *ing*)	walking (wok *ing*)
again (a g*e*n)	been (b*i*n)
against (a g*e*nst)	just (j*u*st)
because (be *koz*)	into (in *too*)
bouquet (b*oo* ka)	pen (p*e*n)
picture (pik *tur*, not *chure*)	three (*th*re)

B

tomorrow (too mor *o*)	through (*thr*oo)
which (*h*wich, not *wich*)	Tuesday (*Tuz* day)
what (hwot)	chimney (chim *ni*)
when (hwen)	was (w*o*z)
window (win d*o*)	hold (hol*d*)
and (an*d*)	often (of'n)
catch (k*a*ch)	saw (sa*w*)

4

Who isn't sorry to be absent from school?
We never stay away unless we are sick.
It always means the doctor and medicine.
He teases us and says we have been naughty.
Often it doesn't seem to be our fault.

5

If we are well we tumble out of bed.
We throw back the sheet and quilt.
We wash and then dry ourselves with a towel.
We put on our clothes.
We are ready to meet the family.

6

After breakfast we kiss mother good-by.
In rainy weather we ought to wear rubbers.
Our neighbors meet us at the gate.
We look both ways before we cross the street.
Isn't it foolish to hurry and be careless?

7. Review

isn't	unless	seem	says
doctor	sorry	wear	often
fault	always	doesn't	been

8

We have been told not to stop at the shops.
We obey and close our eyes as we pass.
We reach the school yard without being late.
Was there ever so noisy a place?
But teacher raises a hand. All become quiet.

9

A whistle blows. We fall into line.
Again it blows. We march in straight lines.
Up the stairs we file.
We turn neither to the right nor to the left.
None of the scholars whisper or push.

10

Our studies keep us busy until noon.
We read in books and spell.
We learn to add and subtract.
We have drawing, painting, and writing too.
Don't think we do not know how to behave.

11. Review

raises	straight	eyes	don't
again	none	neither	know
reach	being	stairs	quiet

12

Harvest time is almost over. The grass has been mowed and dried into hay. Men have raked it, and horses have hauled heavy loads to the barn. Oats and corn are yellow and ripe. Jack Frost won't wait much longer.

13

Potatoes and carrots must be dug with a hoe. Peas, beans, and tomatoes will be picked from their vines. They will be stored until the family needs them or else be carried to market to be sold. The squirrels talk as if the farmers were stealing what belongs to them.

14. Find and study five words you cannot spell.

close the door
teacher's desk
the end of a day
the end of a pencil
once upon a time
rich or poor
save or spend
good morning

15. Review

almost	dried	heavy	farmers
grass	sold	family	talk
yellow	hoe	carried	until
needs	won't	wait	belongs

16

Pick out five words to study for spelling.

How much does a ball cost?
He kept the secret to himself.
Do not forget the grade you are in.
Can you kill time? How?
Read the first line on this page.
Did you miss the train?
Which words did you miss?
Did you go to the show?
Show your ticket.

17. Review

save	close	cost	drive
black	dark	draw	forget
children	cook	end	grade
rich	desk	gift	help

18. Review

himself	kill	line	show
kept	vines	north	upon
morning	noon	plant	think
which	with	miss	once

PRONOUNCING FINAL SYLLABLES

To Teachers. Lead pupils to see that the letter *e* in the final endings *es* and *ed* is sounded in some words and in others it is not sounded. While these are primarily exercises in clear and correct pronunciation, nevertheless the meaning and use of the words should have consideration. The more common words should be spelled orally, and selected words in writing.

Note that the final *d* in the words of the third column (Exercise *C*) is pronounced like *t*, as *askt*, *stopt*, etc. In the last column the final *d* has its own sound, as *fild*.

C

miles	likes	asked	filled
cries	strikes	waked	burned
waves	wades	slipped	dreamed
shelves	writes	stopped	followed
vines	does	snapped	shoveled
bathes	goes	helped	warmed

D

foxes	pleases	painted	waded
riches	reaches	petted	waited
kisses	scratches	spotted	counted
molasses	uses	sprouted	added
pieces	watches	tasted	folded
classes	praises	seated	lighted

19. First Review

walk ing	our selves	break fast	ought
sheet	teas es	meet	weath er
clothes	noth ing	street	naught y
tow el	read y	ab sent	both

20. First or Second Review

men	us ing	draw	squir rels
loads	bou quet	hauled	else
grass	hur ry	add ed	wait ed
ripe	pic ture	picked	count ed
catch	whis tle	mar ket	ab sent

21. Second Review

been	seem	doc tor	stairs
of ten	bring	is n't	nei ther
does	sor ry	kept	hoe
does n't	un less	wear	be ing
don't	fault	none	know

22. Second Review

straight	un til	wait	al ways
reach	talk	car ried	al most
a gain	hauled	fam i ly	sold
rais es	says	be longs	dried
yel low	heav y	won't	needs

To Teachers. This page contains exercises in making plural and singular forms. Let the pupils pronounce the form printed here, tell what the word means or use it in a sentence, and then pronounce and spell the form called for. The teacher will write this on the board and the pupils on paper.

After this the teacher will pronounce one form and a pupil will spell both forms orally. Selected words may be used for written spelling.

23

One	apron	balloon	belt	chimney
Two	.....	.....	.....	.....
Two	blades	cabbages	umbrellas	eyes
One	.....	.....	.....	.....
Two	dresses	matches	men	peaches
One	.....	.....	.....	.....
Two	feet	torches	bushes	churches
One	.....	.....	.....	.....

24

Two	calves	halves	leaves	thieves
One	.....	.....	.....	.....
Two	cherries	cookies	parties	daisies
One	.....	.....	.....	.....
Two	studies	berries	ladies	pansies
One	.....	.....	.....	.....
Two	mice	teeth	geese	women
One	.....	.....	.....	.....

Which of the words on this page can you spell without study? Pick out a few hard ones and learn to spell them.

25

May I leave my books here?
Say "Please" when you ask for anything.
Count your heart beats. Do it again.
Where do you take the train?
Could you train your dog to beg?
When you train him, you teach him tricks.
See the baby laugh for joy!

26

Are eight things few or many?
Say the letters of the alphabet.
Take care when you cross the street.
Should you talk when others are talking?
This lesson ends here.

27. REVIEW

here	ask	talk	could
where	care	joy	should
again	eight	lady	leave
train	few	letter	laugh
teach	heart	please	count

Read the entire story on this page. Find the words in each part that you need to study. Say each word. Spell it as you look at it. Shut your eyes and spell it. Write it and then see whether it is right.

The teacher will give you some of the words to spell aloud and a few to write.

28. A Story of a Spider

A spider had slept in a dark corner of a dusty stable. It waked up and stretched its legs. It was hungry and thirsty. It ran about, trying to keep out of sight because it hoped to catch some flies.

Our spider heard the buzz of a fly not far off. A fly may taste sweeter to a spider than honey does to a bee. The spider thought it would build a cobweb. It chose the end of a tall pole as the best spot to begin.

Now it has begun to spin a fine thread from a kind of paste that comes from its body. It spins and weaves until the web is done. See the spider curl up in the center. It seems to be quite dead. Some careless fly will soon find out whether it is alive or not.

To Teachers. Children should know how to spell their own given names and those of their playmates. Let each pupil write ten or more such names and have a class study of them. Or have the class write the names as each pupil gives his own. Another way is for the teacher to write on the board a list of the different names as each pupil pronounces and spells his own.

29

Sunday — Sun.
Monday — Mon.
[1]Tuesday — Tues.
[1]Wednesday — Wed.
Thursday — Thurs.
Friday — Fri.
Saturday — Sat.

30

Mister — Mr.
Mistress — Mrs.
Doctor — Dr.
Street — St.
Number — No.
Post Office — P. O.

31

cannot — can't
will not — won't
would not — wouldn't
could not — couldn't
do not — don't[2]
does not — doesn't
did not — didn't
is not — isn't

[1] *Tuesday* and *Wednesday* are "demons."

[2] Emphasize the fact that *don't* should not be used except where *do not* can replace it.

SOUNDS OF LETTERS

To Teachers. The exercises on this page give practice in recognizing and giving the two sounds of *c* and *g*.

In the word *cat*, *c* is pronounced like *k*. This is called the *hard* sound. In *cent*, *c* is pronounced like *s*. This is called the *soft* sound.

The letter *g* has the *hard* sound in *go*, and the *soft* sound, pronounced like *j*, in *cage*.

a. Explain these sounds to the class, using words in the exercises for illustration.

b. Have pupils pronounce the words in turn, giving the *c* or *g* sound by itself.

c. Use *E* and *F* as spelling exercises.

E

cost	comb	cute	rice
coming	core	dance	cane
cry	act	race	expect
carpet	bounce	calf	sauce
collar	crowd	grocery	scrub

F

green	beg	glove	forgot
ago	garter	glue	gum
age	gold	orange	swing
gave	change	grade	shingles
sponge	danger	pigeon	sausage

32. First Review

col lar	fine	a pron	leaf
paste	rice	belt	leaves
les son	green	cross	la dy
comb	cry	ber ry	la dies
sau sage	sauce	ber ries	bush es

33. First Review

Tues day	hun gry	cor ner	peach es
Wednes day	thirst y	build	calf
don't	dust y	chose	calves
sight	taste	care less	half
hoped	sweet er	tooth	halves

34. First Review

had slept	weaves	un til
its legs	heard	try ing
its body	thread	quite
is done	be cause	a live

35. First or Second Review

a dark corner	laugh	best
far off	chim ney	tall
curl up	stretched	quite
has begun	thought	cen ter

To Teachers. Homonyms are best taught apart. But, when once learned, their spelling and meaning differences may be emphasized by bringing them together. Study these homonyms with the pupils, for meaning, use, and spelling. Then read the phrases aloud, the pupils writing the underlined words.

I

here hear	eight ate	there their	so sew
our hour	cent sent	sun son	tail tale

II

no know	blue blew	stair stare	sum some
would wood	by buy	flower flour	to too two

III

Were you sent to school?
No, I was too tired.
How the wind blew!
I did not hear it.
I spent one cent.
What did you buy?
Would you like to know?
There are eight of us.

the sun shines
an hour ago
a blue flower
so far to go
a pile of wood
a funny tale
come here
a sum of money

36

eleven	sixteen	thirty	eighty
twelve	seventeen	forty	ninety
thirteen	eighteen	fifty	hundred
fourteen	nineteen	sixty	thousand
fifteen	twenty	seventy	dozen

37

Come along.	a lamb chop
Read a story.	a happy family
Wait for me.	a kind friend
What do you want?	a pile of bricks
Wash your hands.	a bird's wing

38

When is your birthday?
A baby was born at our house.
Rain comes from the clouds.
Shall you reach home before it rains?
What day of the week was yesterday?

39. Review

rain	forty	wait	birthday
reach	eighty	wash	fourteen
fifty	along	family	eighteen
born	read	wing	yesterday

40

Read the first line of (*a*). Read the second and third lines, putting the right word in each blank. Do the same with (*b*) and (*c*). Repeat until you can give the right words quickly. Learn to spell them.

(*a*)

Today I	answer	borrow	make	lose
Yesterday I	answered	.....	.....	.....
Now I am	answering	.....	.....	.....

(*b*)

Today I	throw	believe	blame	change
Yesterday I	threw	.....	.....	.....
Now I am	throwing	.....	.....	.....

(*c*)

Today I	paint	work	point	wait
Yesterday I	painted	.....	.....	.....
Now I am	painting	.....	.....	.....

41

Some of the words that you made in exercise 40.

made	changed	waited	threw
lost	painted	pointed	throwing
believed	worked	blamed	borrowed
believing	making	changing	losing

42. Can you spell all the words in this lesson?

Use your mind.
Do not enter here.
What date is it?
The third of March.
Write a note.
Start a fire.

a grand piano
a stove pipe
a happy life
a balloon tire
a thunder storm
a pick and shovel

Did you spend any money?

43. What is the difference in the meaning of the words tied together? Choose a few for writing.

rope string	alley street	smoke steam	organ piano
coal wood	stairs steps	stem root	needle pin
break bend twist	boil fry roast	bite chew gnaw	throw toss bounce

44. REVIEW

break	piano	chew	roast
string	needle	root	coal
twist	stairs	boil	smoke

On this page the words in pairs have opposite meanings. Do you know what they all mean? Choose ten to study for spelling.

45

weak strong	silent noisy	older younger	tame wild
love hate	fair cloudy	loose tight	wide narrow

46

under over	same different	empty full	damp dry
cried laughed	lend borrow	lose find	open shut

47

stingy generous	near far	early late	praise blame
forget remember	farther nearer	easy hard	heavy light

48. Review

weak	loose	open	easy
noisy	under	forget	near
love	empty	light	heavy
fair	cried	early	wild

Find the words in each lesson that mean nearly the same. Write them in pairs. Study for spelling.

49

lean	neat	swamp	pain
ache	banner	bony	ocean
meadow	stockings	nearest	tidy
next	sea	socks	flag

50

telephone	crazy	drag	cupboard
closet	oily	tale	tease
haul	story	two	greasy
coax	pair	phone	foolish

51

watch	sick	struck	press
ill	ranch	look	pole
beat	mix	steal	farm
squeeze	rob	stake	stir

52. REVIEW

Be able to write any five of these words.

flag	meadow	coax	crazy
neat	greasy	nearest	tease
tale	squeeze	sea	struck
ill	ranch	pair	stir

To Teachers. The letter *s* has two sounds. In *sit* it has a hissing sound, as also in *hiss*. But in *is* and *has*, *s* sounds like *z*. Have pupils pronounce these words, stating which sound each *s* has. Use *G*, *H*, and *I* for oral, and *J* for written spelling, selecting five to ten words. Let pupils help select.

G

sale	husk	nurse	worse
just	miss	oyster	vase
sew	brass	roost	ostrich
silk	silver	biscuit	suit

H

tools	pleased	rise	music
news	used	rises	tries
manners	excused	rising	bruised
chores	measure	knuckles	knees

I

besides	carries	boots	chasing
raisins	easiest	grease	post
boost	sorry	strike	choose

J. Review

used	pleased	grease	tries
miss	measure	chasing	manners
biscuit	choose	just	excused
suit	besides	knuckles	knees

53. First Review

e lev en	thir teen	week	wait
thou sand	lamb	be lieve	en ter
nine teen	friend	throw	or gan
thir ty	clouds	paint	gnaw

54. First or Second Review

ninety dollars	sea	good news
for sale	o cean	sweet music
a cattle ranch	ache	a kind nurse
a long stake	ill	sew on a button
a glass vase	tools	a painted picture

55. Second Review

for ty	be lieve	break	used
four teen	reach	piano	be sides
eight y	wait	stairs	choose
eight een	fam i ly	boil	meas ure
birth day	yes ter day	string	pleased

56. Second Review

a weak kitten	nine teen	a fairy tale
a loose screw	heav y	a pair of gloves
a fair day	cried	in just a minute
an empty pail	near	a suit of clothes
a narrow alley	neat	Does it suit you?

57

January–Jan.	May	September–Sept.
February–Feb.	June	October–Oct.
March–Mar.	July	November–Nov.
April–Apr.	August–Aug.	December–Dec.

58

Pronounce each word and the short words of which it is made. Learn to spell the words given here.

pocketbook	daytime	basketball
schoolroom	nighttime	baseball
steamboat	railroad	football
watermelon	watchman	snowball

59

Use each word in a sentence. Spell the words.

rich poor	thick thin	crooked straight	gained lost
odd even	thaw freeze	tough tender	gaining losing

60. Review

February	pocketbook	crooked	odd
steamboat	rich	tough	even
railroad	poor	gaining	thaw
nighttime	thick	losing	freeze

61

Copy these words and divide them into syllables. Spell all the words aloud and write them.

anyway	oldest	thunder	picnic
cheating	honest	owner	speaking
counting	lightning	quicker	talking

62. Pronounce each word and find the silent letter.

teach	gnawing	tried	scream
die	hatch	fruit	tailor
foam	juice	heat	true

63

What is the difference in the meaning of the words tied together? Spell the words.

bark growl	necktie necklace	handkerchief napkin	bolt lock
mountain hill	park lawn	pies tarts	veil shawl

64. Review

teach	juice	talking	veil
counting	tried	heat	lawn
lightning	fruit	true	honest
speaking	scream	tailor	owner

65. Find the words you cannot spell.

Use your blotter to dry the ink.
Place your ruler on the card.
Do you feel the sun burn your face?
We will sing a song while we march.
Study hard until recess.
Be sure you are right and speak the truth.

66. Some home words.

spool of thread	kitchen	money
lie in a hammock	parlor	price
window screen	porch	weigh
the dinner hour	scissors	basket

67

stove	market	beef	tea
oven	grocery	pork	coffee
dough	creamery	soup	chocolate
mixing	bakery	gravy	oil

68. Review

card	scissors	dough	tea
blotter	spool	creamery	coffee
ruler	screen	bakery	beef
recess	weigh	soup	price

69. Words about the out-of-doors. Spell them all.

flower	rose	pine	seed
buttercup	violet	elm	sprout
dandelion	clover	willow	stem
lilac	thistle	chestnut	twig
goldenrod	daisy	oak	branch

Plants will grow in rich earth.
Take care to keep the weeds out.
Water the garden often.

70. Words used in playing games.

bow and arrow	swim and wade
roll the hoop	win and lose
blow a horn	run and dodge
beat the drum	puzzles and tricks
send a valentine	whistle and call

Play fair. Move quickly.
Be brave when you are hurt.

71. Review

flower	elm	often	swim
seed	willow	arrow	dodge
sprout	earth	hoop	tricks
violet	weeds	beat	whistle

Most of the words on this page you know already. Make a list of those you need to study. The teacher will test you on them.

72

walk backward
walk forward

a flour barrel
a gun barrel

a dog's paws
the dog paws the ground

a brave act
a beautiful sunset
a pretty dress
a sore throat
a spelling lesson
a loud sound

73

Who is your uncle?
Have you an aunt?
Where is your cousin?
Do you ever visit them?
What is the matter?
I caught cold.

fresh eggs
a bitter taste
a sweet smell
a sour apple
a sweet melon
the round world

74. Review

flour	act	beautiful	sunset
barrel	sour	sweet	lesson
cousin	sore	sound	walk
visit	fresh	spelling	throat

75. First Review

Jan u a ry–Jan.	watch man	gained
A pril–Apr.	watch men	loud
Au gust–Aug.	neck tie	sing
Sep tem ber–Sept.	moun tain	song

76. Second Review

Feb ru a ry (Feb.)	night time	rich
crook ed	gain ing	thick
pock et book	los ing	tough
rail road	speak ing	teach
steam boat	light ning	juice

77. Second Review

tried	re cess	tea	vi o let
fruit	scis sors	cof fee	wil low
true	weigh	beef	elm
heat	cream er y	seed	weeds
lawn	price	sprout	ar row

78. Second Review

beat	flour	vis it	beau ti ful
dodge	flow er	sweet	spell ing
whis tle	cous in	sound	les son
earth	fresh	throat	sun set
of ten	sour	walk	blot ter

PICTURE REVIEWS

To Teachers. New life and interest may be infused into the spelling lesson by following these suggestions for a "picture review." Such lessons possess an additional value in that they draw pupils into such a restudy of their writing vocabulary as will necessitate individual effort and initiative, at the same time involving the spirit of competition and of coöperation.

Have a talk with the pupils about the necessity for knowing how to spell the words related to any theme chosen for written composition and explain how the inability to spell certain words often hampers the free expression of one's ideas.

Ask the class to turn to page 4 and select a word or phrase which will suggest a theme for written composition; for example, *rainy weather*. Suggest that they bring to class on the following day pictures illustrative of this theme. The pictures may be cut from a magazine or paper, or the class reading book may afford a suitable illustration. Select the picture best suited to the purpose (or provide a better one yourself), and place it in full view of the class.

Let each child make his own list of the words he would like to use in writing about the picture, putting a cross after any word which he feels doubtful about being able to spell correctly. Some pupils will have longer lists than others. Let them read their lists aloud and compare. From these individual lists, teacher and pupils together should make a selected list of "hard words." This selected list should be used for class study and for testing.

By varying the simple plan suggested above, most stimulating and effective reviews may be devised relating to a variety of subjects. The subjects may be suggested by scanning the pages of the speller; for instance, page 5, *shops;* page 6, *harvest time, market, squirrels, farmer;* page 11, *cross the street, train your dog;* page 17, *birthday*, etc.

STANDARD SPELLING TESTS

To Teachers. These seven tests are based on Buckingham's Extension of the Ayres Spelling Scale. The standard average score for a third grade class is indicated at the top of each test. The scores are valid only when the tests are given without preparation for them.

I — 90%

rich	far	sold	Sunday
dance	told	back	Monday
brave	its	foot	miss
add	letter	feet	blow
gave	new	song	eats

II — 85%

got	think	blue	boat
seven	sister	post	east
forget	card	stay	help
happy	south	dark	hard
noon	deep	game	fire

III — 85%

age	may	near	part
gold	line	down	place
read	left	why	never
fine	saw	want	kind
cannot	large	girl	here

IV — 85%

every	when	along	with
under	from	lost	mine
made	wind	name	chair
work	air	hope	forgot
our	fill	glad	hang

V — 82%

meat	became	glass	could
mouse	brother	party	would
sits	rain	two	should
store	keep	they	where
supper	eye	any	week

VI — 80%

first	afternoon	story	better
sent	Friday	open	best
seem	hour	short	water
even	July	lady	cost
without	head	reach	price

VII — 80%

become	behind	clean	full
horse	round	spell	light
care	around	poor	coming
try	burn	hurt	cent
move	bear	these	night

FOURTH YEAR

TO TEACHERS

It should be the policy this year to extend and enrich the pupils' *experience* with words as well as to increase their command of spelling. Familiarity with words promotes progress in spelling.

Two ways are suggested for increasing attention to words. One way is pointed out to the pupils at the beginning of the second quarter's work, page 8. Let the teacher now and then ask pupils to spell the words in the directions for study which precede the different exercises. Another way to stimulate interest and attention to spelling is to lead the pupils to read signs on the street, in stores, and in street cars, finding words that they have studied in school and new words that they judge they should know how to spell.

Much emphasis is given this year to reviews of the basic vocabulary. It is urged, however, that the same policy recommended in the earlier years be continued: that is, thoughtful contacts with a relatively large number of words in a variety of thought relations, and an intensive study of a few words selected by pupils and teacher. This is the only sound way of meeting individual and group differences.

The phonic exercises may of course be treated lightly or omitted. Move ahead so that the tests are taken by all, for they include the minimum essentials of spelling.

Here is a chance for you to find out which, if any, of the "demons" already studied you are still unable to spell.

1. Test on "Demons" (Second Grade)

enough	once	blue	buy
read	early	any	half
they	piece	too	very
much	week	shoes	dear
friend	easy	every	hour

2. Test on "Demons" (Second Grade)

been	would	here	coming
color	could	there	having
minute	many	two	making
which	their	hear	write
where	does	some	writing

3. Test on "Demons" (Third Grade)

always	break	choose	done
believe	answer	heard	don't
can't	busy	just	won't
February	again	none	often

4. Test on "Demons" (Third Grade)

cough	lose	straight	wear
doctor (Dr.)	loose	sure	used
forty	says	Tuesday	whether
raise	seems	Wednesday	know

Some of the words on this page third grade children find hard to spell. The teacher will ask you to write any ten of them which she may select.

5

What is the story about?
It would take too long to tell.

I have about a handful of pennies.
I wonder if you have more than you want.

Will you go home before night?
I shall be there sometime tonight.

You said you would not hurry.
No one else heard me.

6

last month	win a prize
each one of us	for sale
costs four cents	for rent
a selfish child	to let
keep together	the next time
blow a whistle	right or wrong

7. Review

whistle	before	month	more
sometime	else	each	said
next	sale	right	selfish
will	prize	wrong	last
children	teacher	spell	them

8. Words made by putting two words together.

blueberry	cranberry	holiday [3]	can't
blueberries	raspberry	sunshine	don't
strawberry [1]	butterfly [2]	sunrise	won't
blackberry	sunlight	sunset	I'm
gooseberry	moonlight	birthday	I've
nobody	rainbow	grasshopper	we'll

9

What do the words with a line under them mean? Can you spell them all?

a wooden shoe	a lucky boy	an easy lesson
a woolen dress	a chilly day	a heavy load
a woolly lamb	a slippery walk	a leather belt
a frisky kitten	a shady spot	an honest man
a dollar bill	a true story	a good rule

10. Which words in this lesson are hard to spell?

the chief of police	Learn to speak the truth.
draw a circle	Listen to the music.
warm clothing (clothes)	Is your desk in order?
a nice time	Do not shed a tear.

[1] So named probably because the *runners* look like *straws*.

[2] So named probably because some yellow butterflies look like *butter*.

[3] The word *holiday* is made up of two words, *holy* and *day*. In olden times all *holidays* were *church* or *holy days*.

11

When you write about the body you may need to use these words. Some of them were studied last year. Which of them trouble you?

head	back	foot	face
neck	front	feet	nose
shoulder	hands	tooth	mouth
waist	skin	teeth	jaw
hips	bone	tongue	ear

12

finger	forehead	blood	breathe
toe	cheek	stomach	smell
wrist	chin	heart	taste
ankle	hair	lungs	touch
knee	nails	breath	feel

13

The words tied together have about the same meaning.

plenty enough	scare frighten	plant sow	worry fret

14. Review

tied together	wrist	frighten
you may need	trouble	worry
were studied	knee	feel
last year	touch	body

VOWELS

To Teachers. In the second grade practice in correct pronunciation was provided through exercises in recognizing syllables and silent letters. In the third grade the exercises in pronouncing final syllables and in giving the two sounds of *c*, *g*, and *s* were for the same purpose. This year the emphasis is on the long and short vowel sounds. These exercises are useful, not alone as aids in pronunciation, but also as preparation for the dictionary exercises in the fifth grade.

Explain that the letters in the alphabet are divided into *vowels* and *consonants*. The vowels are *a*, *e*, *i*, *o*, *u* (sometimes *w* and *y*). All the other letters are consonants.

Each vowel has several sounds, the two most common being called *long* and *short*. The long sound is indicated thus, *ā*; and the short sound thus, *ă*.

Words with long *a*: *āte*, *skāte*, *gāve*, *shāde*.

Words with short *a*: *shăll*, *răn*, *brăss*, *plăn*.

A

Pronounce these words. Tell whether the *a* is long or short. Give the sound of *a* in each case. Spell aloud.

Write ten of them as the teacher pronounces them.

razor	pan	tramp	pale
shake	snap	ache	snake
change	dance	flat	tack
chase	thank	catch	hatch
dangerous	sat	lame	lazy
page	dash	strap	sank
waste	track	wrap	land
grapes	pasture	apple	rain

15. First Review

ask	hand ful	four	eas y
take	costs	hur ry	heav y
tell	a bout	birth day	change
grade	some	rain bow	chase
one	hol i day	luck y	waste

16. First Review

catch	ear	heart	breath
pale	hear	right	no bod y
head	heard	tooth	sun light
hair	taste	teeth	I'm
fore head	time	last	we'll

17. First Review

wood en	leath er	nice	lis ten
wool ly	dol lar	learn	clothes
slip per y	hon est	mu sic	load
shad y	chief	or der	mean
cir cle	cloth ing	tear	words

18. Second Review

whis tle	them	were	prize
self ish	next	studied	feel
be fore	last	need	knee
wrong	said	trouble	year
will	more	touch	breath

You are starting on the second quarter of the fourth grade. All the words in this book, except a few in the notes "To Teachers," you ought to be able to spell and use.

This is the way to study them:

First, look at the word. Then say it to yourself.

Second, think about its spelling. Shut your eyes and try to spell it.

If you have trouble with it, copy it on a piece of paper. Now study it until you can write it without looking at the copy.

With the help of your teacher pick out a few words on each page that you think you should learn. Use these words when you can in writing.

Here are two tests on the words that you will find above on this page.

19.

start	able	paper	each
starting	study	until	learn
fourth	think	without	use
notes	copy	help	when

20.

write	teacher	trouble	few
writing	except	above	quarter
ought	yourself	looking	first
piece	eyes	them	second

21. Travel words.

train	station	bridge	town
freight	office	crossing	village
baggage	passenger	ferry	city
cinder	fare	conductor	visit
luncheon	ticket	traveling	visitor

22. Words used in playing games.

played	base	score	basketball
domino	bat	throw	team
dominoes	batter	threw	umpire
checkers	catcher	thrown	winning
runner	hit	rules	losing

23. Spell all the words.

in my pocket
a freckled face
a speckled hen
a savage animal
jolly children
a queer person
a square knot
cotton cloth
rusty iron
partly full

Do not whisper unless you raise your hand.

24. Review

fare	baggage	rules	cotton
bridge	travel	played	cloth
crossing	threw	team	iron
losing	thrown	pocket	unless

25. Farm words.

forest	grow	crop	fodder
road	grew	soil	acre
fence	grown	barley	mow
lane	hoeing	millet	fern
field	planter	flax	snail

26. Other farm words.

vegetables	squash	oriole	caterpillar
beet	spinach	robin	mosquito
celery	parsnip	sparrow	mosquitoes
lettuce	harvest	owl	spade
turnip	acorn	bobwhite	wheelbarrow

27. Spell all the words.

a bale of straw	a swarm of flies
worth a dollar	a flock of birds
a chopping block	a herd of animals
churning butter	a hive of bees
welcome home	a crowd of people

28. Review

acre	crowd	beet	field
soil	flax	lettuce	animal
snail	vegetables	worth	herd
forest	spinach	mosquitoes	swarm
fence	oriole	chopping	flock

29. Words used at school.

recite	pupil	dismiss	grade
recitation	praised	erase	taught
studying	chalk	eraser	class
studied	crayon	zero	understand
review	mucilage	alphabet	understood

30. Words about a house.

basement	furnace	plaster	library
cellar	radiator	plastering	hall
attic	wall	lime	railing
eaves	ceiling	cement	curtain
spout	electricity	lumber	carpet

31. Spell all the words.

Explain the example.	across the street
Finish your work.	a good report
Form in line.	young woman (women)
Write a whole number.	a suit of clothes
Give a loud shout.	quite true

32. Review

recite	house	across	praised
recitation	review	finish	young
dismiss	cellar	whole	true
crayon	attic	library	loud
studying	wall	electricity	shout

33. Different kinds of workers.

baker	carpenter	sailor	lawyer
butcher	mason	fisherman	doctor
grocer	painter	barber	minister
clerk	miner	printer	priest
shepherd	hunter	druggist	weaver

34. Writing and sending letters.

sheet	wrote	stamp	postal card
paper	period	postage	mail bag
paragraph	comma	post office	mail box
margin	envelope	capital letter	letter box
sentence	address	small letter	yours truly

35. Words of opposite meaning.

either neither	short long	spend save	forbid allow	present absent
lead follow	quick slow	alike different	merry sad	smooth rough

36. Review

painter	wrote	address	neither
carpenter	envelope	quick	stamp
sailor	capital	raise	truly
paragraph	small	merry	rough
sentence	mail	allow	present

VOWELS

To Teachers. Exercises in recognizing, pronouncing, and marking the long and short sounds. Have the words spelled orally. Select a few for written spelling.

B

REVIEW of *ā, ă*

wave	space	became	sang
angry	cracker	safe	taking
mad	date	sand	made
band	ladder	same	vase

C

Words with long *e*: *hē, bē, ēar.*

Words with short *e*: *hĕn, pĕt, fĕll.*

gentle	delight	fed	lemon
being	below	guess	rest
welcome	crept	zero	reply
between	end	held	went
feast	remove	wren	dream

D

Words with long *i*: *īce, kīte, fīve.*

Words with short *i*: *ĭt, ĭn, kĭtten.*

listen	silver	build	fix
size	hide	since	tie
himself	hid	tonight	tied
blind	visit	hinge	stick
climb	kitchen	bit	pin

37. First Review

quar ter	un til	vil lage	freight
ex cept	a bove	vis i tor	jol ly
your self	train	throw	knot
trou ble	sta tion	catch er	town
find	trav el ing	raise	cit y

38. First Review

fern	cel er y	stud y	of fice
a corn	tur nip	e rase	clerk
grow	dol lar	ceil ing	ma son
grew	owl	ex plain	prin ter
grown	wheel bar row	quite	weav er

39. First or Second Review

fourth	writ ing	un less	spin ach
ought	bridge	pock et	an i mal
think	los ing	soil	worth
piece	i ron	for est	fence
with out	cloth	crowd	re cite

40. Second Review

dis miss	whole	paint er	mail
re view	praised	sail or	tru ly
fin ish	young	wrote	rough
house	true	sen tence	nei ther
a cross	loud	small	quick

To Teachers. Homonyms are best taught apart. But, when once learned, their spelling and meaning differences may be emphasized by bringing them together. Study these homonyms with the pupils, for meaning, use, and spelling. Then read the phrases aloud, the pupils writing the underlined words.

I

sail	heard	week	pail	new
sale	herd	weak	pale	knew
bare	see	right	red	sow
bear	sea	write	read	sew
heel	beet	wait	vane	cell
heal	beat	weight	vain	sell

II

Will you sell your dog?	sow seeds
Did the sore heal?	a weak string
Have you read the book?	a herd of cattle
What do you see?	a bare head
I knew I was right.	red as a beet
the cellar under a house	a vain peacock
an auto for sale	a pail of water
seven days in a week	a prison cell
heard a noise	a weather vane
Wait for me.	a heavy weight
beat a rug	a pale green
a fruit seller	a rubber heel

You are now halfway through the fourth grade. This is a good time to give battle to the rest of the spelling "demons" and to master them. There are one hundred of them in all, words that are spelled wrong more often than any others in our language. They are so common that you can hardly write a letter without using some of them. This is why it is important that every one should know how to spell them. You will find some of the "demons" in this paragraph.

If you will turn to page 2, you will find the "demons" that were studied in the second and third grades, 72 of them. Here are the rest of them.

Twenty-eight "Demons"

ache	guess	said	tired
among	hoarse	separate	tonight
beginning	instead	since	trouble
built	knew	sugar	truly
business	laid	tear	whole
country	meant	though	women
grammar	ready	through	wrote

Before you begin the battle with the spelling of these words, it is a good plan to be sure that you know how to use them. You will find some help on the next page. Why don't you make a plan for studying these words, so often misspelled, so that you will never forget them?

41. Using the "Demons"

Among my books is "Robinson Crusoe."
It is the *beginning* of a new year.
This is the house that Jack *built.*
What is your father's *business?*
From what *country* do we get *sugar?*
Guess what is in my hand.
Much talking has made my voice *hoarse.*
Take this pencil *instead* of that.
I *knew* it before you told me.
She *laid* the book on the table. The hen *laid* an egg.
I *meant* to go. I *meant* what I *said.*
Are you *ready?* *Separate* your books from mine.
What has happened *since* yesterday?
I will, *though* I don't want to.
Go out *through* the gate. Don't *tear* your dress.
Have you read *through* the story?
Do you feel *tired tonight?*
We *wrote* "Yours *truly*" in our letter.
Divide the *whole* apple into three parts.
Women sometimes have *trouble* with boys.
We do not study *grammar.* It is too hard.
The dentist can stop an *ache* in our teeth.

Now your teacher will test you on the spelling of these "demons."

42. Names of holidays.

New Year's Day
Lincoln's Birthday
Washington's Birthday
Good Friday
Arbor Day
Memorial Day
Independence Day *or* Fourth of July
Labor Day
Columbus Day
Election Day *or* General Election
Armistice Day
Thanksgiving
Christmas

43

Divide these words into syllables. Be able to spell any of the words.

begging	engine	offer	leader
blowing	angel	sudden	copper
crawling	herself	perfect	idle
feeling	nickname	middle	handed
delight	kindness	highest	wonderful

44

Copy these words and draw a line through each silent letter, thus: *fix∉d.*

fixed	listening	stayed	wreck
ironing	moved	straight	match
knocked	nailed	straighten	jealous
repeat	poured	tighter	prairie
leading	juicy	wrestling	treat

45

What is the difference in the meaning of the words that are tied together?

canal river	brick clay	plate platter	hail rain
shower mist	lonesome alone	army navy	nurse doctor

46

Words that mean about the same.

bundle package	brook creek	quit leave	labor work
cover lid	neat tidy	remain stay	blossom flower

47. Spell all the words.

a king's crown	Earn money honestly.
a queen's jewels	Do your duty.
a loud shout	A father loves his daughter.
the tire of a bicycle	A gentle breeze is blowing.
a rocking chair	That is a good idea.

48. REVIEW

earn money	remain	difference
gentle breeze	leave	meaning
tied together	honestly	daughter
queen's jewels	brook	shower

In the groups of words on this page there may be some words that you could not spell correctly if you wished to use them in your written work. Remember that there are no words on the page that you should not know how to spell in the fourth grade.

49

a crop of hay
the sound of thunder
a real pleasure
a ticket to the show
a pleasant voice
a pleasant day

Exchange papers.
Fasten the gate.
Don't be foolish.
Come tomorrow.
Babies creep.
Guard your tongue.

50

worth a quarter
a large amount
a smooth road

It is a fact.
Do you agree?
Have you enough?

Crusoe taught his parrot to talk.
You surely sh'ne your shoes daily.
Let us serve our country.
For whom shall you vote?
Whatever happens is an event.

51. Review

remember	agree	enough	guard
crop	amount	pleasant	whom
real	taught	daily	happens
pleasure	surely	shine	exchange

VOWELS AND ACCENT

To Teachers. The exercises on this page train in recognizing and sounding the long and short sounds of *o* and *u*. Pupils may be called upon to write the words on the board and mark the vowels.

Have the pupils pronounce the words, give the sound of *o* or *u* in each case, and state whether it is long or short. Have the words spelled orally.

E

Words with long *o*: *gō, sō, rōse.*

Words with short *o*: *nŏt, dŏll, trŏt.*

bore	shot	most	echo
broke	log	oak	opened
drove	lost	rod	spoke
rode	rock	stone	hollow
stroke	knock	stove	core
clove	pocket	fond	notice

F

Words with long *u*: *ūse, cūre.*

Words with short *u*: *ŭp, rŭn.*

mule	gun	stuck	used
used	sung	huge	pump
perfume	syrup	thumb	under
tune	hunt	hung	crust
rule	dumb	stupid	funny
music	rust	drum	accuse

52. First Review

half way	sep a rate	mid dle	broke
lan guage	meant	high est	drove
com mon	though	kind ness	rode
rest	tired	re peat	rock
busi ness	en gine	treat	stone

53. First Review

match	neat	tongue	ech o
brick	stay	knocked	spoke
a lone	blos som	fas ten	hol low
nurse	sound	lost	sing
pack age	smooth	oak	thumb

54. First or Second Review

coun try	pleas ant	in stead	laid
for got	pleas ure	know	wom en
guess	through	knew	wrote
tru ly	whom	a mong	said
taught	be gin ning	read y	no tice

55. Second Review

earn	leave	mean	re mem ber
breeze	mid dle	mean ing	real
tied	high est	meant	a gree
to geth er	dif fer ence	re main	a mount
guard	show er	brook	hap pens

56. Words used in a grocery store.

weighs a pound	scales	preserves
a quart measure	price	cereals
the money drawer	account	lard
pay the bill	trust	vinegar
errand boy	polite	pickles

57. Spell all the words.

What do you charge?	walk a mile
Stretch the rubber.	a good reason
Join hands.	a steep hill
Obey the law.	cheer up
Sing the scale.	a mighty cheer
Dare to do right.	a coat sleeve

58. Spell all the words.

wave the flag	the wreck of the steamer
a wave of the sea	among the trees
orange juice	in single file
a doctor's office	in double file

Respect your father and mother.
They provide food and clothes for you.

59. Review

weighs	trust	join	sleeve
measure	polite	cheer	double
respect	charge	steep	cereals

60

Words with opposite meanings. Think of two other pairs of words with opposite meanings.

equal unequal	stiff limp	solid hollow	nothing something
inside outside	low high	away toward	best worst

61

Explain how the words tied together differ in meaning.

stockings socks leggings	hat cap hood	coat cloak shawl	skirt apron blouse
fade stain	glove mitten	slippers shoes	hungry starving

62

Words that mean about the same.

strange queer odd	loving fond kind	mill factory workshop	fair clear pleasant

63. Review

equal	nothing	stain	factory
stiff	queer	slippers	clear
low	solid	strange	starving
toward	skirt	mitten	blouse

64. Some health words.

good food	fresh air	bath
pure water	get tired	bathe
clean teeth	early to bed	towel
eat slowly	sound sleep	rub
right weight	rise early	healthy
drink milk	play hard	toothbrush
fresh vegetables	bread and butter	exercise

65. Some useful words.

Can you make the figure eight?
Yes, I understand how to do it.

My hat is the right size.
I have worn it a long time.

Try not to soil your best clothes.
Plant the seeds in rich soil.

When does the postman deliver the mail?
He comes at quarter before ten o'clock.

If we have done our year's work well, we shall deserve the praise of all our friends.

66. Review

health	useful	deliver mail
toothbrush	towel	figure eight
bath	size	year's work
bathe	soil	deserve praise

To Teachers. This page contains review exercises in syllabication, and in recognizing and giving the two sounds of *c*, *g*, and *s* and the long and short sounds of the vowels The words used are common words that fourth grade children should spell. They may be given for written spelling, but the exercises are primarily for training the ear and the vocal organs, and for oral spelling.

G. Divide into syllables.

forgive	only	camel	useless
learning	bonfire	clumsy	upset
bottom	monkey	nearly	violin

H. The two sounds of *c* and *g*.

clear	forgave	picnic	fact
voices	danger	game	circus
since	got	recite	digest

I. The two sounds of *s*.

busy	seat	ours	side
start	pulls	poison	sides
silver	thirsty	wisely	arise

J. Long and short vowel sounds.

fail	moss	blame	begin
spoke	still	idle	dumb
hire	shell	lazy	blind
upon	chosen	ashes	deaf
hidden	luck	amuse	rocky

67. First Review

clean	sound	understand
weight	rise	have worn
fresh	post man	ten o'clock
tired	quar ter	all our friends
ear ly	on ly	have done

68. First Review

a pron	pure	near ly	deaf
bus y	bon fire	re cite	for give
pic nic	learn ing	side	for gave
work shop	bot tom	seat	for giv en

69. First or Second Review

pound	scales	charge	blouse
meas ure	stretch	weighs	strange
draw er	dare	steep	ce re als
er rand	mile	hol low	hid den
out side	low	a way	join

70. Second Review

dou ble	sleeve	health	de serve
re spect	e qual	tooth brush	fig ure
po lite	stiff	bathe	size
trust	noth ing	use ful	stain
cheer	clear	sol id	skirt

STANDARD SPELLING TESTS

To Teachers. These seven tests are based on Buckingham's Extension of the Ayres Spelling Scale. The standard average score for a fourth grade class is indicated at the top of each test. The scores are valid only when the tests are given without preparation for them.

I — 95% Test

block	show	alike	bad
free	yet	inside	rest
lake	than	town	sun
page	thank	grand	race
nice	form	outside	cover

II — 95% Test

ship	report	word	saw
train	found	said	start
pay	side	more	mail
bill	life	print	upon
still	car	room	city

III — 90% Test

pass	cloud	pole	catch
shut	garden	rope	black
easy	goose	stand	warm
birds	knife	wagon	unless
bone	mouth	window	began

IV — 88% Test

gone	walk	above	anything
watch	soap	turn	table
feel	news	lesson	high
buy	small	half	talk
stop	summer	father	June

V — 88% Test

right	meet	before	ground
March	people	know	many
next	ever	were	morning
four	church	dead	shall
wish	once	flower	third

VI — 85% Test

push	cheese	shoes	railroad
point	honey	stairs	begin
done	letters	dress	brought
body	orange	goes	off
belongs	pocket	pretty	children

VII — 85% Test

teach	born	mountain	heart
happen	hold	past	month
file	bought	true	build
stood	paid	again	follow
fix	speak	bolt	charge

STORIES ABOUT WORDS

Who Named the Sandwich

Two hundred years ago there was a man called the Earl of Sandwich, who liked to play cards so well that he could not leave his game to eat his meals. So he invented the *sandwich* that he could eat while he played. It was not long before his friends found that two slices of bread with a slice of meat, or some other filling, between them made a good luncheon, and not having a better name, they called it a sandwich.

How the Days of the Week Got Their Names

The seven days of the week were named by the people who lived long, long ago in Europe.

The first day of the week they called the sun's day or Sunday.

The second day they called the moon's day or Monday.

One of the many gods was Tew. He was thought to help them when they went to war. So they called the third day of the week Tew's day or Tuesday.

The king of their gods was Woden. The fourth day they called Woden's day or Wednesday.

Thor was the one who made thunder and lightning. The fifth day was named for him, Thor's day or Thursday.

Freya was the wife of Woden and they called the sixth day Freya's day or Friday.

Saturn, they thought, helped them when they planted their gardens. They named the last day of the week Saturn's day or Saturday.

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